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ABSTRACT

The behavioral objectives, aims, and premises of this curriculum are similar to SO 002 500. This framework provides a sequential course outline for grades 7, 8, and 9, attempting to motivate students to investigate value issues with the aid of concepts and processes presented in an inter-disciplinary manner. The outline is based on the theme "Man, Culture, and Technology" in pre-industrial, Afro-Asian and Western Societies. Value issues relating to the theme are presented and methods of developing concepts are provided. A flexible course outline allows curriculum decision-making at the classroom, school, and district levels and suggests that approximately one-third of the time remain un-structured for current interest topics chosen by students and teachers. Special features include suggestions for the use of teaching aids and lists of additional reference books.
(Author/SJM)

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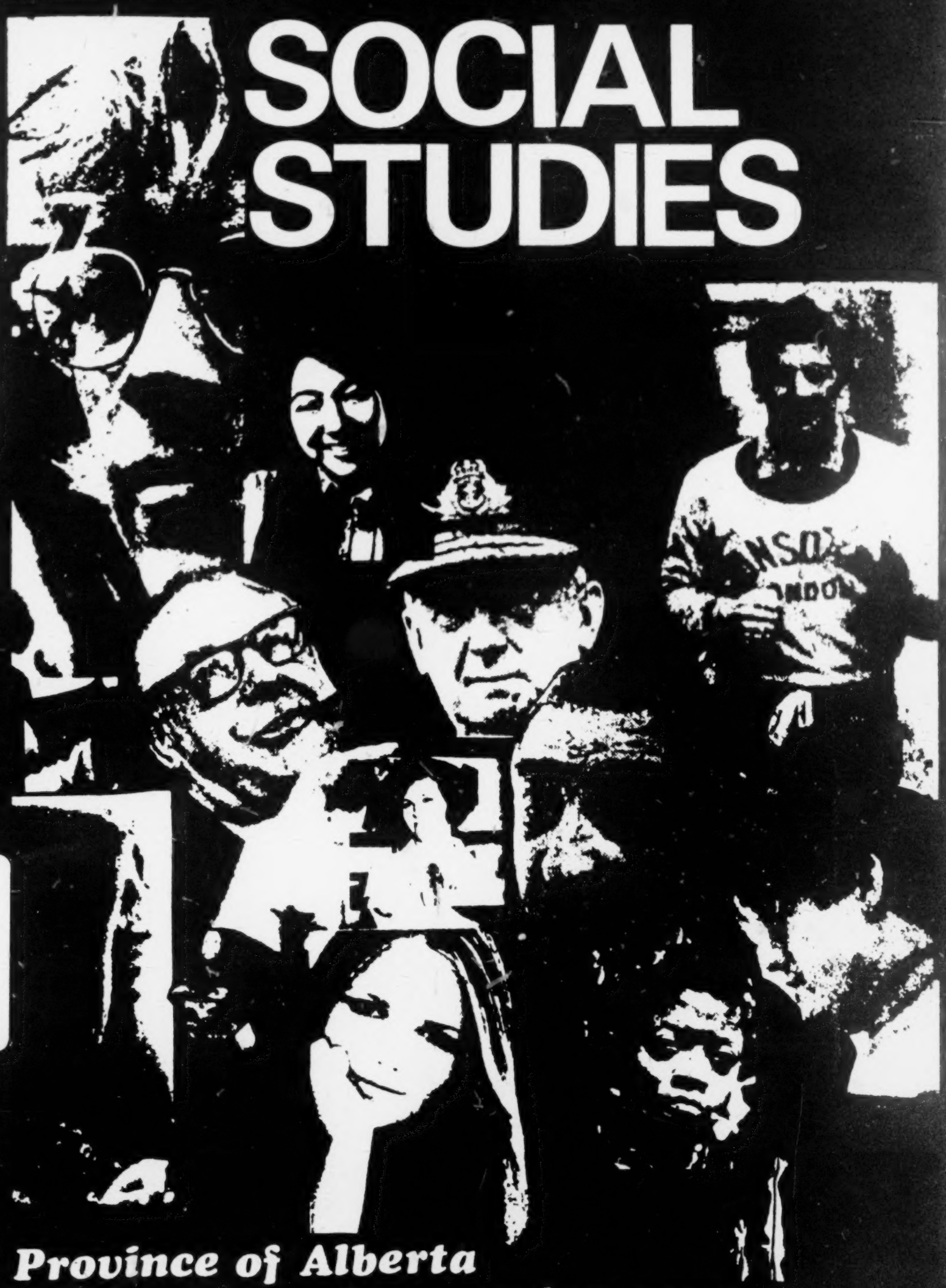
Junior High School Curriculum Guide

SOCIAL STUDIES



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JUNIOR HIGH SCHOOL CURRICULUM GUIDE

for

SOCIAL STUDIES

Province of Alberta
Department of Education
April, 1971

A C K N O W L E D G E M E N T

The Department of Education acknowledges with appreciation the contributions of the following Social Studies Committee members to the preparation of this Junior High School Curriculum Guide for Social Studies. The Ad Hoc Committees operated under the guidance of the Secondary School Social Sciences Committee and the Secondary School Curriculum Board. The Department also acknowledges the contributions of the many teachers who conducted pilot classes throughout the experimental stage of development of these courses.

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NOTE:

This Curriculum Guide is a service publication only. The Junior High School Program of Studies contains the official statement concerning Junior High School Social Studies. The information contained in the Guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

PREFACE

Two questions occur to teachers as they consider the implementation of a new social studies curriculum. First they ask, "Why do we need a new social studies curriculum?" Then they wonder, "What is new about the new social studies?"

Stated most simply, a new social studies curriculum is necessary because some very difficult decisions face today's young people. Affluence and an accompanying reduction of external restraints[1] have placed in the hands of each individual the opportunity and the responsibility of choosing how he will live and what he will live for.

Young people today, more than any other generation of students, have the freedom to determine their personal relationship to the social and physical environment. A new social studies curriculum is needed in order to give students guided experience in the responsible use of personal freedom. The psychological survival of individuals, the cultural survival of societies and the physical survival of mankind will be determined by the manner in which today's students exercise their freedom of choice.[2]

In order to meet the need which prompted its inception, the new social studies seeks to provide actual experience in the making of choices and judgements. Students are invited to deal not only with the "what is" but also with the "what ought to be". A concentrated concern with "what ought to be" gives rise to what is probably the major distinguishing characteristic of the new social studies - its values orientation. The values orientation of the new social studies is premised on the conviction that students (and adults) exercise freedom according to the values that they hold. Values, and related feelings and attitudes, are the prime determiners of actions. Man's relationship to his social and physical environment can be improved; but only when people's behavior is guided by a clear, consistent and defensible system of values.

Thus, the new social studies should be organized around experiences which allow students to clarify their personal values and to understand the values of others. Human values should be the major focus of attention in the new social studies. The valuing process should be the major activity of social studies students.

A second characteristic of the new social studies is flexibility. The curriculum allows for decisions to be made by those who will be affected by them. The objectives and content prescribed by the Department of Education are stated in the very broadest of terms. Within this broad framework, called

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[1]Not everyone would agree that external restraints on individual behavior have been reduced. Some would argue that the diminishing influence of the once cohesive community, church and family is counter-balanced by the restraints imposed by big business, government and the mass media. However, these latter influences are less direct, thus enabling individuals to "do their own thing".

[2]Frank Simon, *Enquiry Skills - What For?* (unpublished).

the master curriculum, teachers and students can practice responsible decision-making by planning together learning experiences which are significant and relevant to their own lives.

The values orientation and flexibility of the new curriculum imply a definite de-emphasis on "covering" knowledge from history, geography and the social sciences. This is not to say that such knowledge is unimportant. Students cannot "value in a vacuum", without knowledge of alternatives and consequences. Nor will "the pooling of mutual ignorance" prove for very long to be significant and relevant.

Knowledge should be "uncovered" not for its own sake but only as it is needed when students are engaging in the valuing process. With this in mind, the new social studies outlines major concepts and generalizations that are easily remembered, enduring, and transferable to a variety of life situations. Similarly, the new curriculum includes opportunities for developing many skills, especially group-process skills and problem-solving skills.

The new social studies offers many challenges to teachers. Chief amongst these challenges is the invitation to help children discover (or re-discover) their feelings. Schooling can no longer be viewed as purely an intellectual experience. Social studies classes must become a forum in which students merge reason with feelings.

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CHAPTER ONE

THE NEW SOCIAL STUDIES PROGRAM

Rationale

Alberta's new social studies curriculum (Grades I-XII) is premised on the assumption that schools must help students in their quest for a clear, consistent and defensible system of values. Schools have long been concerned with the attitudinal development of their students; however, this concern has been more implicit than explicit. Now, as our society becomes more and more pluralistic, schools must assume the explicit responsibility of co-operating with the home, the church, and other social agencies in helping students find how to live and what to live for.

Free choice of values to live by

In keeping with the basic tenets of democracy (and with optimism about the nature of man and the efficacy of democratic ideals), the new social studies invites free and open inquiry into the definition and application of individual and social values. Such inquiry will serve the humanistic[1] goals of education by offering students experience in living and not just preparation for living. By actively confronting value issues, students will come to know the ideas and feelings of themselves, their peers, and the adult generation; they will deal not only with the "what is" but also with the "what ought to be" and will have the opportunity to make this world a more desirable place in which to live.

ATTENDING TO AFFECTIVE AND COGNITIVE OBJECTIVES[2]

A. The Valuing Process

Priority on valuing

Consistent with the above rationale, the objectives of the new social studies place high priority on the valuing process. The valuing process involves three basic

---

[1]Humanistic education strives to develop the full human potential of each child. It is not inconsistent with the application of theistic goals.

[2]Please note that the objectives which follow are expressed in behavioral terms. They indicate the processes in which students should engage and, in a general way, identify the substantive content to which students' behavior should relate. In other words, the objectives include both processes and content.

skills.[3] Students in the Alberta social studies should demonstrate that they are:

Acting upon values

Choosing
1. Identifying all known alternatives
2. Considering all known consequences of each alternative
3. Choosing freely from among alternatives

Prizing
4. Being happy with the choice
5. Affirming the choice, willingly and in public if necessary

Acting
6. Acting upon the choice
7. Repeating the action consistently in some pattern of life

Affective and cognitive aspects of valuing

As students engage in the valuing process, the experience will involve both emotional reactions and intellectual understandings. It is essential to distinguish these affective and cognitive capacities and to direct educational effort along both dimensions.[4]

B. Affective Objectives

Affective objectives emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. To choose, prize and act consistently and effectively, students should demonstrate that they are:

- Aware of values, willing to take notice of values, and giving controlled or selected attention to values
- Responding to values with openness, willingness and satisfaction

Internalizing a value complex

- Accepting values, preferring values and committing themselves to values
- Conceptualizing their own values and organizing a value system
- Becoming characterized by a value or value complex.[5]

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[3]L. Raths, et al., *Values and Teaching* (Columbus, Ohio: Charles E. Merrill & Co., 1966).

[4]Michael Scriven, "Student Values as Educational Objectives" (West Lafayette, Ind.: Social Science Education Consortium, 1966), p. 18.

[5]David Krathwohl, et al., *Taxonomy of Educational Objectives: Affective Domain* (New York: David McKay Co., Inc., 1964).

The values referred to above should, at the awareness and response levels, include a wide range of individual and social values. Students eventually should accept, prefer, and commit themselves to certain of these values, while rejecting others. Finally, they should conceptualize their own values, organize a value system, and through their actions, become characterized by a particular value or value complex.

Value issues as content

A powerful means of attaining these affective objectives is to have students confront real problems that involve conflicting values. Such problems may be referred to as value issues. Focusing upon value issues can enable students to clarify their own values and to recognize the value positions of others. Peer relationships, family matters, work, politics, religion, money, recreation, morality, culture, and other problem areas are fertile sources of value issues. The most potent of value issues will require students to examine their own behavior relative to:

- The dignity of man
- Freedom
- Equality
- Justice
- Empathy
- Loyalty
- Other values

C. Cognitive Objectives

Cognitive objectives involve the solving of some intellectual task. The choosing, prizing and acting phases of the valuing process require that each student develop cognitive skills that will enable him to work with others in the solving of social problems. The cognitive skills which are exercised in problem solving are varied and complex. These skills may be summarized as follows.[6]

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[6]Benjamin Bloom, et al., *Taxonomy of Educational Objectives: Cognitive Domain* (New York: David McKay Co., Inc., 1956) and Norris M. Sanders, *Classroom Questions: What Kinds?* (New York: Harper and Row, 1967). Note that skills have been listed in an order more closely resembling the problem-solving process. Bloom's Taxonomy lists skills according to difficulty; the order being recall, comprehension, application, analysis, synthesis, and evaluation.

Students should be able to:

- Recall and recognize data which are pertinent to social problems
- Comprehend pertinent data (This skill includes the ability to translate, interpret and extrapolate from data.)

Cognitive skills summarized

- Analyze pertinent data in order to identify elements, relationships and organizational principles
- Evaluate pertinent data in terms of internal and external criteria
- Synthesize pertinent data in order to create an original communication or propose a plan of action
- Apply pertinent data in the solving of social problems

The "data" referred to in the above objectives might be drawn from everything man knows, believes, and can do - both formally-structured knowledge from the disciplines and informally-structured knowledge from ordinary experience.[7] Such data include:

- Knowledge of specific terminology and facts

Categories of knowledge content

- Knowledge of ways and means of dealing with social problems
- Knowledge of concepts, generalizations, theories and structures.[8]

Knowledge of specific terminology and facts should serve as a basis for dealing with social problems and understanding concepts, generalizations, theories and structures.

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[7]Mauritz Johnson, *The Translation of Curriculum into Instruction* (Ithaca, N.Y.: Cornell University, 1968), p. 2.

[8]Bloom, *op. cit.*, p. 62 ff.

Knowledge of ways and means of dealing with social problems should include the ability to:

Problem solving method

- Identify and clarify the problem
- Formulate hypotheses
- Collect data
- Classify data
- Analyze data and evaluate the desirability and feasibility of taking action on the problem
- Propose a course of action and examine the desirability and feasibility of taking action on the problem.[9]

Knowledge of ways and means of dealing with social problems should also include the ability to:

Social skills

- Interpret the feelings and ideas of others
- Respond to the feelings and ideas of others in a manner appropriate to the occasion
- Express one's own feelings and ideas to others
- Co-operate with others, though not to the extent of compromising basic values.

Knowledge of concepts, generalizations, theories and structures should result from students synthesizing the specific data gathered or produced while confronting value issues. Some of the major concepts needed in studying human behavior are outlined below. These concepts should be used by students in developing generalizations and theories which seek to explain people's values.

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[9]Frank Simon, *A Reconstructive Approach to Problem-Solving in the Social Studies* (Calgary: The University of Calgary, 1970). The Simon model differs from most methods of problem solving in that it leads to action on the problem.

Inter-disciplinary base of social studies concepts

INTERACTION is a key concept in the understanding of social problems. History, geography and the social sciences describe in part man's interaction with his social and physical environment.

ENVIRONMENT is, itself, an important concept which can be defined in terms of Time, Space, Culture and Systems.

Man's interaction with his environment produces CAUSAL RELATIONSHIPS. In order to understand causality, one needs to recognize that behavior is affected by Goals, Norms, Technology, and Power.

Since all man's interactions involve cause and effect relationships, he lives in a state of INTERDEPENDENCE. Interdependence may take the form of Cooperation and/or Conflict and may produce Stability and/or change.

A diagramatic representation of the interaction process will be found on page 7.

The spiralling of concepts

These and other concepts should be studied in more than one grade level on the understanding that lower grades will attend to the concept in a specific, concrete and simple manner. Succeeding grades will treat each concept in greater generality, abstractness, and complexity.[10] A diagramatic representation of spiralling concepts is shown on page 8.

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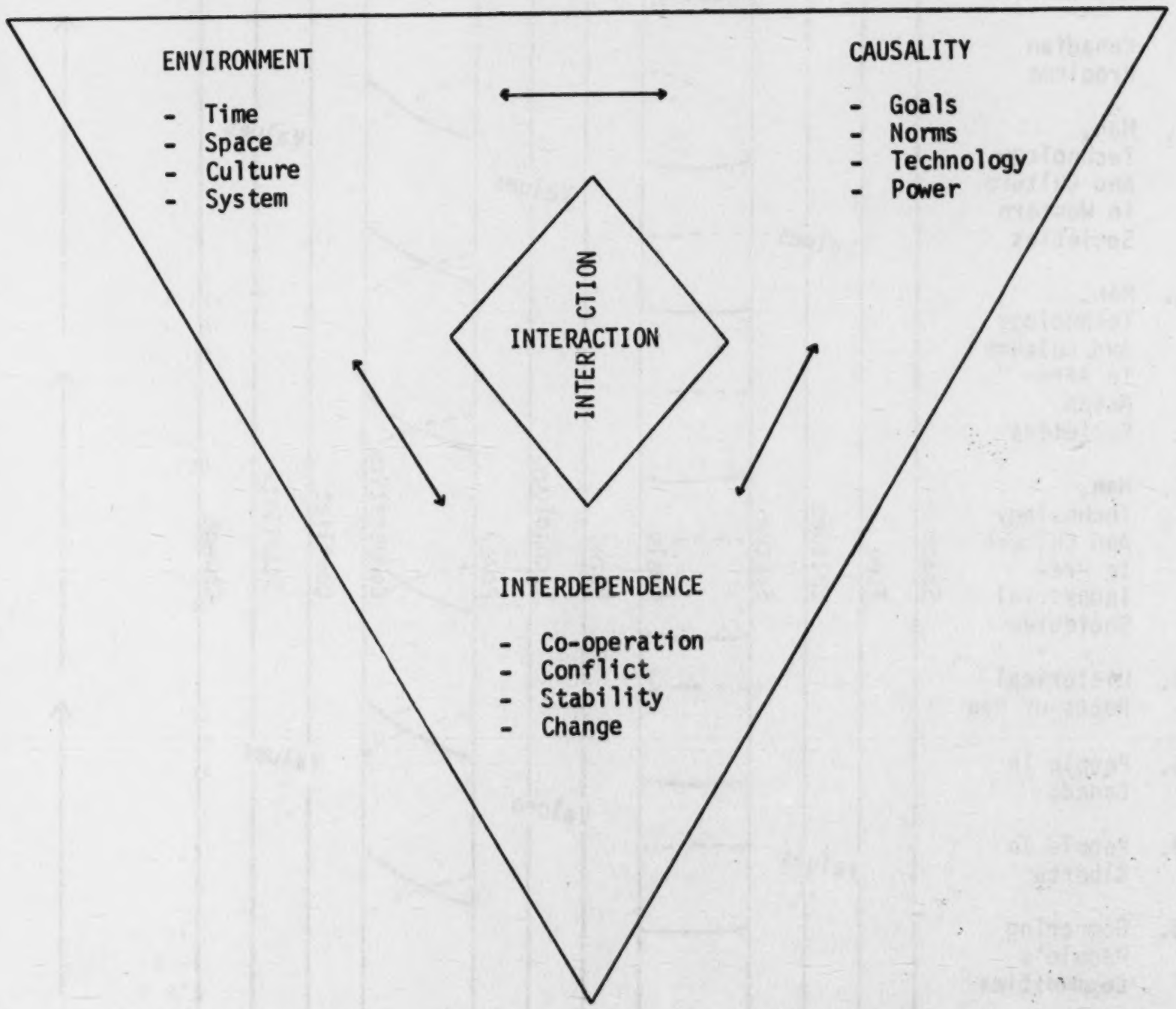
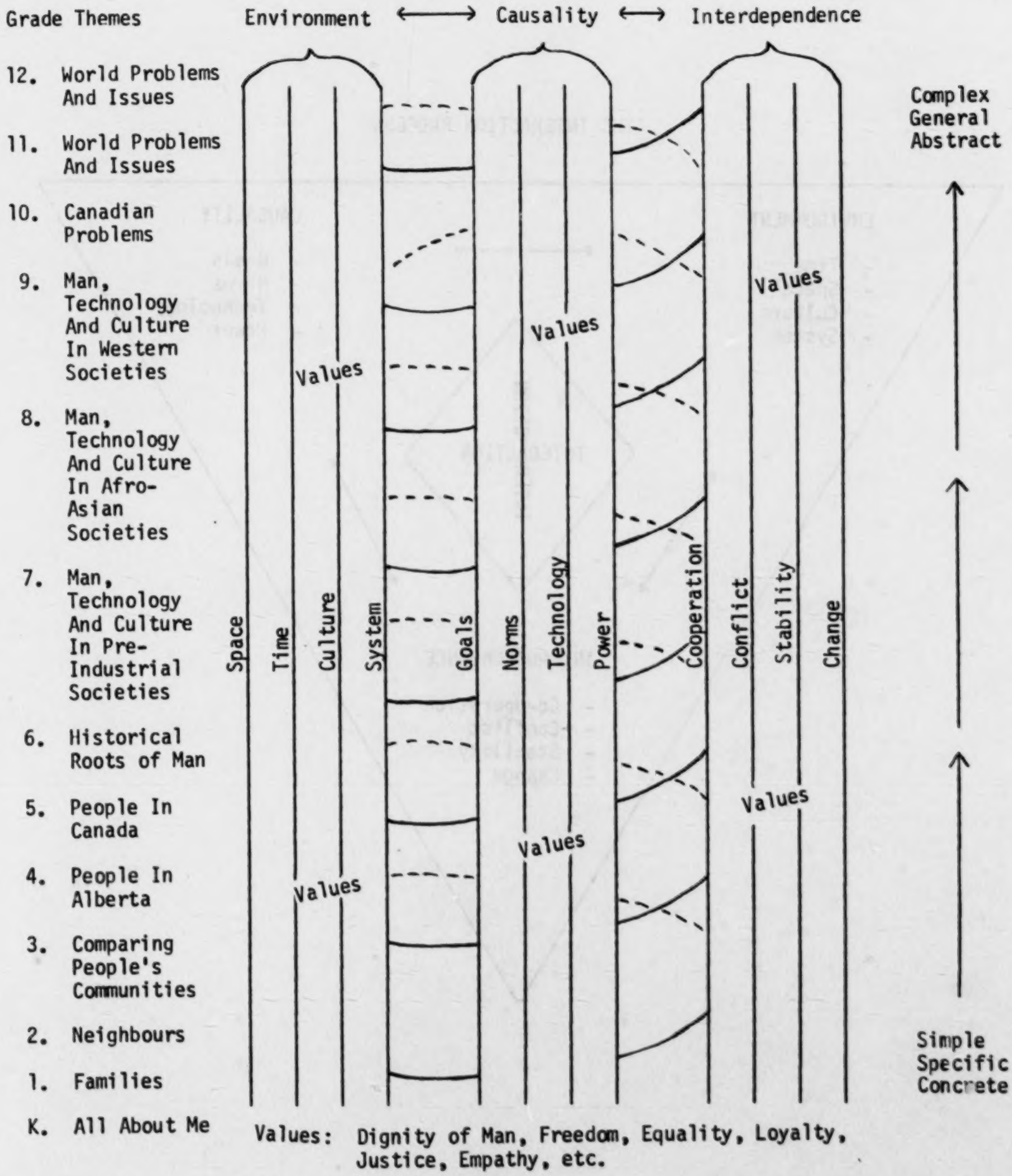
[10]Hilda Taba, *Teachers' Handbook for Elementary Social Studies* (Don Mills, Ontario: Addison-Wesley Company, 1967), Chapter 4.

THE INTERACTION PROCESS



THE SPIRAL OF CONCEPT DEVELOPMENT

The Interaction Process



Values: Dignity of Man, Freedom, Equality, Loyalty, Justice, Empathy, etc.

Planning For The Attainment Of Multiple Objectives

The preceding statements of objectives offer only a general indication of the processes and content of learning opportunities in the social studies. More detailed planning of learning opportunities is the responsibility of each teacher and class. All learning opportunities must be consistent with the objectives outlined above, whether the learning opportunity arises from the structured scope and sequence or in connection with a problem of current interest.

A. Structured Scope And Sequence

Two-thirds time on structured scope and sequence

Approximately two-thirds of social studies class time will be spent inquiring into themes, value issues and concepts which fall within a scope and sequence specified by the Department of Education. This scope and sequence is very general, thus permitting teachers and students to select learning opportunities according to their own needs and interests. Topics and themes for each grade are indicated below:

Kindergarten - All About Me

Grade I - Families

- Analysis of family living through case studies of, for example, a contemporary family, a family of long ago, an Afro-Asian family, and other families

Grade II - Neighbours

- Analysis of interactions which occur among, for example, the local neighbours, rural and urban neighbours, neighbours in other cultures

Grade III - Comparing People's Communities

- Comparison and contrast of community life in, for example, a modern-day Indian or Eskimo community and a North-American megalopolis; a village in Africa or Asia, and a community in the Pacific, or tropical South America; a Mennonite or Hutterite community and other communities which lend themselves to comparison and contrast

Grade IV - People In Alberta

- Historical, economic, sociological and/or geographic analysis of Alberta's people, including comparison and contrast with other world areas that have similar historical, geographic and/or economic bases, for example, Australia, Argentina, U.S.S.R., Middle East oil producers, Western U.S.A. and other areas

Grade V - People In Canada

- Sample studies to analyze historical and/or contemporary life in Canadian regions, for example, people in an Atlantic fishing port, people in a French-Canadian mining town or farm community, people in a St. Lawrence Seaway port, people in an Ontario manufacturing center, people in a Prairie farm or oil town, people in a British Columbia fruit or forestry industry, people in a Western distribution center, people in a coastal city, people in a Northern mining town, and other sample studies

Grade VI - Historical Roots Of Man

- Anthropological analysis and social history of early civilizations in, for example, the Mediterranean area (e.g., Egypt, Greece, Rome), the Far East (e.g., India, China), the Americas (e.g., Incas, Mayans, Aztecs, North American Indian), and Africa (e.g., Numidians, Nubians, or other tribes).

Grade VII - Man, Technology And Culture In Pre-Industrial Societies

- Conceptual understanding of Man, Technology, and Culture through case studies of primitive, pre-industrial societies to be selected by teachers and students

Grade VIII - Man, Technology And Culture In Afro-Asian Societies

- Depth studies of societies selected from Africa, Asia (excluding the U.S.S.R.), the Middle East and Pacific Islands

Grade IX - Man, Technology, And Culture In Western Societies

- Depth studies of societies selected from the Americas (excluding Canada), Europe, all of the U.S.S.R., Australia and New Zealand

Grade X - Canadian Studies

- Historical, economic, sociological, political problems facing Canada

Grade XI - World Problems And Issues

- Tradition versus Change

- Population and Production

Grade XII - World Problems And Issues

- Political and Economic Systems

- Conflict and Co-operation

B. Problems Of Current Interest

One-third time unstructured

Approximately one-third of class time in social studies may be devoted to problems that are of current interest to students and teachers. The Department of Education does not intend to structure the use of this one-thid time. Problems which meet the criteria which follow may arise as extensions of the main themes and value issues for each grade. They may relate to problems of individual students, the school, the community, or the world, and may concern the past, the present and/or the future. A given problem may be studied by the whole class, by a group, or by individual students. It is important that a record be kept of the problems studied by each student throughout his or her school career.

Joint planning

Students and teachers should jointly plan the use of the one-third time. Generally speaking, the teacher should view the one-third time as an opportunity for students to develop independence and responsibility. The amount of teacher leadership required in the planning and use of the one-third time will vary according to the ability, experience, and maturity of the class. The teacher's influence should be exerted in a manner and to a degree consistent with this objective.

Distribution of time

The one-third time may be distributed over the school year (or semester) in any way that students and teachers see fit. Three of the many possible alternatives are:

1. One time block, accounting for one-third of total class time, taken at any point during the year

2. Two- or three-week "units" of time, accounting for one-third of total class time, taken at various points during the year

3. Propitious occasions, accounting for one-third of total class time, taken at opportune times during the year.

C. Criteria For Selecting Learning Opportunities

In selecting the processes and content for day-to-day experiences in the social studies curriculum - whether for the two-thirds time broadly structured by the Department of Education or for the one-third time devoted to problems of current interest - teachers and students should attend to the following criteria:

Futurity - Does the experience have futurity? That is, can it contribute to the attainment of affective and cognitive objectives?

- Does it involve a pertinent value issue?
- Can it contribute to the development of social and/or inquiry skills?
- Does it provide for growth in students' understanding of concepts?
- Does the experience fit as part of a sequence which will lead to a pride in Canada tempered with a world view and an understanding of significant social problems?

Relevance - Is the experience relevant to the needs and interests of students?

Materials - Are data and materials available and/or can students gain experience through gathering primary data?

Overlap - Does the experience avoid the disadvantageous overlap and repetition of experiences in earlier or later grades?

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NOTE: Most of the above references are available from the School Book Branch, Department of Education.

CHAPTER TWO

ELABORATION OF PROGRAM COMPONENTS

THE CURRICULUM-INSTRUCTION PROCESS

Alberta's new School Act stipulates that courses of study will be prescribed by the Department of Education. However, the nature of this prescription will tend to be broad and will consist of statements of objectives as well as statements of minimum content expressed in terms of concepts, processes, experiences or skills. While such courses will form the basis for instruction, it is expected that within the framework of the prescribed courses, many decisions will be made at the district, school and classroom level in order to meet the needs of particular groups of students as well as the needs of individual students.[1]

The Department of Education's broad prescription for the social studies is outlined in Chapter One of this handbook. Chapter One might be called Alberta's "master curriculum" for social studies in Grades I-XII. It forms the basis for instruction but allows for many decisions at the district, school and classroom level.

The task of translating the master curriculum into effective learning opportunities is the responsibility of educators at the local level. In order to help teachers in their curriculum planning, Chapter Two elaborates the values, skills and knowledge components of the master curriculum.

VALUES AND VALUING AS CURRICULAR CONTENT

Values are the feelings and ideas, for the most part unconscious, which individuals and societies hold in regard to what is right, good and important. Values predispose people to act in certain ways and are major determinants of human behavior. As such, they should form a definite and explicit part of social studies content.

> In periods of deep anxiety and rapid social change value orientations come to the surface and become more intense. Education must by default or intent becore embroiled in the current turbulent efforts to reconcile old and emerging values. The school must take responsibility for coming to terms with a questionning youth who is searching for answers to the deepest questions a changing democratic society can pose.[2]

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[1]Alberta Department of Educatior, *Curriculum Bulletin*, December, 1970.

[2]Lillian Logan and Gerald Rimmington, *Social Studies: A Creative Direction* (Toronto: McGraw-Hill Company of Canada Limited, 1970), pp. 29, 30.

As schools "become embroiled in the current turbulent efforts to reconcile old and emerging values", teachers find themselves riding a multi-horned dilemma. Are they to transmit the values of society or do they allow students to discover their own values? If teachers regard themselves as transmitters of values, which values do they transmit when society is so pluralistic that many competing values are extant? If students are allowed to discover their own values, will these values be functional for and tolerated by the society served by the school?

The teachers' dilemma is further complicated by questions relating to how values are internalized by an individual. Can we, in fact, "teach" values? It is commonly believed that values are "caught, not taught". However:

> The widespread notion that values cannot be taught must be labeled as archaic. Pretechnical and preliterate societies have mastered the process with a high degree of predictability through intuitive means or through deliberate shaping of the maturation process spanning many generations. Authoritarian societies, which rise during periods of massive frustration, have shaken us with their success in building fanatical commitments to an explicit, simplified ideological catechism of totalitarian ends and modes of behavior which become dogma, and which are turned against others without equivocation or remorse.[3]

Assuming that we <u>can</u> teach values, we are still left with the question, "<u>Should</u> we teach values?" Should schools strive to inculcate values primarily designed to serve society? Or do we follow the existentialist dictum that:

> In this perennial problem of human existence, authentic individuality is the highest value. The only values acceptable to an authentic individual are those which he has freely chosen.[4]

In attempting to resolve these dilemmas, teachers should be guided by the statement of Aims and Objectives for the Secondary Schools of Alberta. The statement establishes the policy that each secondary school in the province may adopt a philosophy of education appropriate to the needs and interests of the community which it serves; it is stipulated, however, that students must also be exposed to other philosophical positions. This policy arises from a basic belief in the rights of the individual, particularly his right to responsible participation in social decision-making.

Further guidance may come from current educational theory and practice. Discovery-learning is the order of the day. Schools are committed to the

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[3]Robert R. Smith, "Personal and Social Values", *Educational Leadership* (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, May, 1964).

[4]B. D. Walker, "Values and the Social Studies", *A Rationale for the Social Studies*, ed. S. N. Odynak (Edmonton, Alberta: Alberta Department of Education, 1967), p. 149.

methodological values of objectivity, skepticism, and respect for evidence. We cannot "teach children to engage in inquiry and discovery and have them refrain from pushing their questioning to the point of asking what ought to be".[5]

Consistent with the above guidelines, the new social studies is concerned primarily with developing students' ability to process values. Each student is subject to bombardment by man, often conflicting, values from the home, the church, the peer group, the mass media. He must process these many values, accepting some, rejecting others and modifying still others. His unique behavior will represent a synthesis of the many values which he has had to process. Each person's behavior should attest to values that are clear, consistent and defensible.

The many value positions with which each child is bombarded represent various forms of what societies generally agree to be a core of basic moral values.[6] The social studies curriculum should provide a forum in which students can determine for themselves how they will interpret and apply these basic values. Though many other values should also be considered, the following are deemed particularly worthy of attention in the social studies. The six values listed below are not mutually exclusive. They are all inter-related. For example, the dignity of man may well represent a composite of all the others.

Each student should determine how he will interpret and apply:

1. The Dignity of Man. Human behavior is influenced by the value which is placed upon the dignity of man. Dignity is related to need fulfillment. Maslow puts forward the theory that needs can be placed in a hierarchy which includes physiological needs, safety needs, love needs, esteem needs, and the need for self-actualization. Human dignity will have been maximized when each individual has actualized his potential. In talking about the dignity of man, students may use terms such as worth of the individual, human pride, importance, distinct, supreme, distinguished, respect, status, self-esteem, honored, etc.

2. Freedom. Human behavior is influenced by the value placed upon various forms of freedom. We may seek freedom from hunger, disease, oppression, etc. We also seek freedom to live our lives in satisfying ways. In talking about freedom, students may use terms such as liberty, independence, scope, margin, right, privilege, autonomy, self-determination, unconfined, immune, unchained, unhindered, responsibility, etc.

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[5]Ray Price, "Goals for the Social Studies", *Social Studies Curriculum Development: Problems and Prospects*, 39th Yearbook of the National Council for the Social Studies, 1969), p. 51.

[6]Walker, *Op. Cit.*

3. Equality. Human behavior is influenced by the value placed upon equality. Variations in social and physical environment produce inequalities among individuals and societies. Not all people are prepared to grant equality to others. In talking about equality, students may use terms such as parity, evenness, par, identical, similar, tied, peer, level, synonymous, etc.

4. Justice. Human behavior is influenced by the value placed upon justice. Judicious behavior is usually based on reasoned consideration for others. Justice is sometimes codified through legislation and court decisions. In talking about justice, students may use terms such as fair play, security, what ought to be, impartiality, equality, reasonable, square, legitimate, rightful, justifiable, etc.

5. Empathy. Human behavior is influenced by the empathy people hold for each other. Empathy is "The ability to put yourself in somebody else's shoes". Empathy arises from understanding and increases as a result of improved communication. In talking about empathy, students may use terms such as sharing feelings, projecting oneself, imagine, pretend, appreciate, etc.

6. Loyalty. Human behavior is influenced by the loyalties people hold. Loyalties may be directed toward persons, things and ideas. Multiple loyalties are possible. Loyalty conflicts must be resolved by assigning priorities among the loyalties. In talking about loyalty, students may use terms such as homage, allegiance, faithfulness, devotion, fidelity, obedience, staunch, trustworthy, etc.

SKILLS AND PROCESSES AS CURRICULAR CONTENT

Skills are developed abilities or aptitudes. There is a staggering array of social studies skills, so complex as to defy satisfactory categorization. However, most social studies skills can be subsumed under the three major skills which define the valuing process- choosing, prizing and acting.

1. Choosing. Choices should be made freely from among alternatives after careful consideration of the consequences of each alternative. This suggests that students must develop the sub-skills of:

   - locating, gathering, organizaing, interpreting, evaluating and summarizing information from a wide variety of sources, including print and non-print media, interviews, surveys, and observations

   - identifying a problem and suggesting alternative courses of action

   - formulating and testing hypotheses as to the likely consequences of each alternative

2. Prizing. Prizing includes being happy with the choice and willingness to affirm the choice, in public if necessary. This suggests that students must develop the sub-skills of:

   - understanding their own value system

   - using logic, rhetoric and semantics to speak and write in support of the choices made

3. Acting. Acting involves doing something with a choice, repeatedly in some pattern of life. This suggests that students must develop the sub-skills of:

   - planning strategies and tactics suited to the intended action

   - utilizing available resources

   - carrying actions to a satisfying conclusion

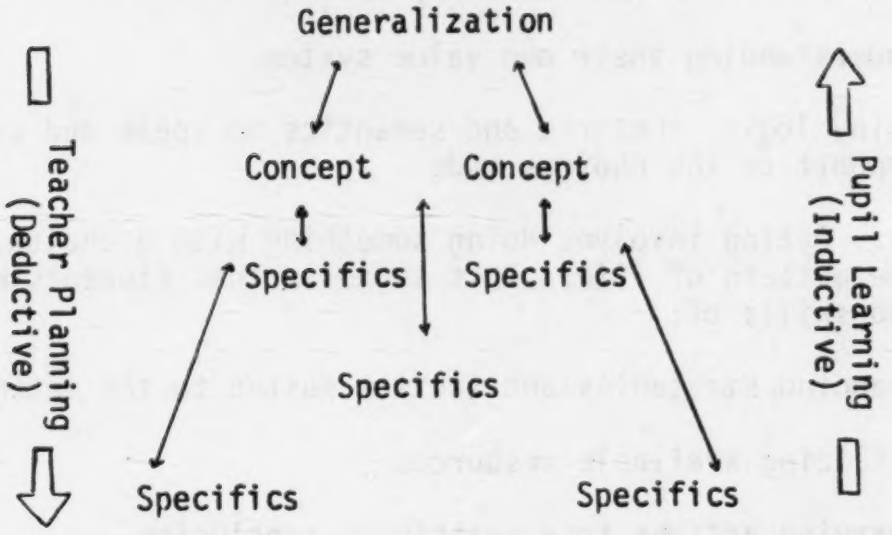
It should be recognized that choosing, prizing, and acting encompass all of the affective, cognitive, problem-solving and social skills listed previously. At the secondary grade level, it might be expected that skills would be substantially developed. Expectations for levels of skill development should be established by each teacher.

CONCEPTS AND GENERALIZATIONS AS CURRICULAR CONTENT

Knowledge is useful only to the extent that it finds expression in human behavior. The kinds of knowledge which are likely to have the greatest influence on human behavior are the "big ideas" which we call concepts and generalizations. A concept is an abstraction - an idea generalized from particular cases. A generalization is a statement which expresses relationship between two or more concepts. Concepts and generalizations have the power to symbolize vast amounts of information. They differ from facts in that they are transferable from one setting to another. They are also more easily remembered and are less subject to obsolescence.

The "big ideas" to be developed in Alberta's social studies curriculum are expressed as concepts. These concepts must be developed by tying together facts and specifics. Concepts can then be embodied in even more abstract generalizations. In selecting social studies content, teachers should plan deductively from generalization to concept to specifics. Students should learn inductively; beginning with specific data, conceptualizing this data, and then generalizing about the concepts.

The Place Of Concepts In Social Studies Teaching And Learning



Concepts used in the social studies are drawn from history, geography and the social sciences. Some social studies curricula are multi-disciplinary in that concepts from the various social disciplines remain distinct and separate. The Alberta curriculum is interdisciplinary. Concepts from the social disciplines are integrated in such a way as to be indistinguishable as separate entities. It is our belief that man's behavior should not be compartmentalized for study. The major concept to be developed in the Alberta social studies curriculum is INTERACTION. The interaction concept is basic to most social disciplines. It is the process through which man relates to his social and physical environment.

The interaction process takes place in an ENVIRONMENT defined by time, space, system and culture. Interaction produces CAUSAL RELATIONSHIPS which are influenced by goals, norms, technology and power. Interaction results in INTERDEPENDENCE which may take the form of co-operation, conflict, stability, or change.

All of the above concepts should receive some attention at each grade level in the secondary social studies program. It is suggested, though, that teachers select two or three concepts to be emphasized in each unit of study. (See spiral of concepts, page 8.)

The following generalizations embody the basic concepts outlined above. Generalizations are high-level abstractions. They are stated here in what is essentially adult terminology. In planning units and lessons, teachers should translate these generalizations into language more appropriate to the level of his or her students.

Environment

Man constantly seeks to satisfy his social and physical needs. In so doing, he attempts to adapt, shape, utilize, and exploit his social and physical environment.

- Space. The nature of man's organization of activities within an area (spatial organization) results from his social-political attitudes, needs and demands; the kinds of resources at his disposal; and the stage of his technology.

- Time. Man lives within a measured space of time. His efficiency is determined by the successful use of time in meeting his needs and demands, and, in some cases, assisting others in meeting their needs and demands.

- Culture. Culture is a product of man's exclusive capacity to comprehend and communicate by means of symbols, gestures, and experiences. Culture is socially learned and consists of the knowledge, beliefs, and values which humans have evolved to establish rules of group life and methods of adjusting to and exploiting the environment.

- System. Societies require systems of social control to survive. These controls are based upon uncodified or codified rules of behavior (mores, values and laws). Infraction of mores, values and laws brings ostracism or pressure to conform to the controls.

Causality

All men are biased by the values established in their cultures, by their position in time and space, and by their individual tastes and prejudices. The biases cause diversity in goals and in the means chosen for attaining these goals. That events are caused is basic to grasping the course and meaning of social action.

- Goals. Values held by individuals, social groups and nations are reflected in the goals which they choose. Cultural differences determine priorities among these goals.

- Norms. Each of the social groups to which an individual belongs helps shape his behavior. Members have different ways of acting, perceiving, thinking and feeling. Groups exert pressures on their members so that they will accept and follow group ways and mores. The behavior of any individual reflects in many ways the norms of the group.

- Technology. Man uses technology to supply his social and physical needs. The complexity of his technology varies with the culture. Acceptable levels of supply and demand are also determined by culture. Differences in technological advances within and among cultures lead to problems of distribution, employment, and of meeting new needs.

- Power. Power is a relationship by which an individual, group or nation can take action which affects the behavior of self and others. The number of options for action and the means to exercise those options, are the determiners of power. Power is finite, thus there is conflict among those who covet power.

Interdependence

The social and physical environment influences man's ways of living. Man in turn modifies this environment. As he becomes more technically efficient, man is more able to modify his environment. The distribution of people and their institutions in time and space, as well as the processes that bring about their establishing of patterns, is called human ecology. This is the study of interdependence between man and his environment. It involves for example, clothing, shelter, natural resources, food, institutions, folkways and mores.

- Co-operation. A major problem in the modern world is to discover ways in which individuals, social groups and nations with similar or divergent cultures can co-operate for the welfare of mankind and yet maintain as much respect for one another's cultural patterns as possible.

- Conflict. Conflict is a process-situation in which two or more human beings or societies seek actively to thwart each other's interests, even to the extent of injuring or destroying each other. Individual conflict may exist within an individual's personality in which needs are in competition for satisfaction.

- Stability. Man has established traditional patterns of living which tend to remain relatively stable. Most people prefer to engage in activities which are familiar to them. Technology sometimes threatens the stability of life situations.

- Change. Change has been a universal condition of human society. Pace of change varies with culture and is determined by traditional needs and exposure to other cultures. The tempo of change has increased markedly in technological societies in the recent past.

CHAPTER THREE

VII MAN, CULTURE, AND TECHNOLOGY IN PRE-INDUSTRIAL SOCIETIES

The following course outline is based on the themes MAN, CULTURE, and TECHNOLOGY. Value issues relating to each theme are outlined below. It is intended that this study should provide the basic skills and conceptual understandings needed for the in-depth studies of Man, Culture, and Technology at the Grade VIII and IX levels.

Each value issue should be studied in the context of a primitive or pre-industrial society selected by the teacher and students. The society selected for study should serve to illustrate the concepts Man, Culture, and Technology in concrete, simple and specific forms.

A. Theme: What Is Man?

1. Value Issue: What is human about human beings?

a. Suggested Concepts

(1) basic needs
(2) a value system
(3) communication, verbal and non-verbal
(4) technology
(5) social organization
(6) world view

b. Suggested Value Questions

(1) Does the solving of only the problems of basic needs make a human being, or is there more?

(2) How does man's value system relate to his basic needs?

(3) Are all men equally human?

(4) Should you be responsible for meeting the needs of other people?

2. Value Issue: Should each man strive to be a unique individual?

a. Suggested Concepts

(1) individuality
(2) values (personal)
(3) religion
(4) philosophy
(5) creativity
(6) forms of expression

b. Suggested Value Questions

(1) Should all individuals be considered equal?

(2) Should we value differences?

(3) To what extent should individuals deviate from the norm?

(4) How can an individual maintain a personal value system in the complexities of a rapidly changing world?

3. Value Issue: Should man strengthen his group identities?

a. Suggested Concepts

(1) racial groups
(2) religious groups
(3) political groups - tribes, nation
(4) social and economic groups
(5) ethnic groups
(6) family groups

b. Suggested Value Questions

(1) Is loyalty to individuals or ideas more important than loyalty to groups?

(2) To what extent are basic groups like the family threatened or changed by belonging to many other groups?

(3) Which groups should be most important to the individual and to the culture in terms of survival?

B. Theme: What Is Culture?

1. Value Issue: How can cultures best solve their basic problems?

a. Suggested Concepts

(1) cultural needs
(2) natural environment
(3) social systems
(4) cultural adaptation
(5) technology
(6) division of labor

b. Suggested Value Questions

(1) Why do cultures differ in the manner in which they solve their problems?

(2) To what extent is cultural survival dependent upon adaptation and technology?

(3) What are the environmental limitations on cultural development?

(4) Does a culture of leisure imply new values for man? If so, what might they be?

2. Value Issue: Why are cultures unique, yet similar?

a. Suggested Concepts

(1) cultural universals
(2) nationalism
(3) ethnocentrism
(4) regionalism

b. Suggested Value Questions

(1) Should equality exist within cultures and between cultures?

(2) Should man sacrifice cultural uniqueness for nationalism or internationalism?

(3) Is our culture superior to any other culture?

3. Value Issue: To what extent should cultures incorporate change?

a. Suggested Concepts

(1) change
(2) co-operation - accommodation - assimilation
(3) competition - conflict - extinction
(4) cultural diffusion
(5) cultural lag

b. Suggested Value Questions

(1) Should different groups be permitted to establish their own way of life or become part of a "melting pot"?

(2) Should cultural diffusion be controlled?

(3) To what extent are we and our value system threatened or changed by cultural changes?

(4) In what direction should cultural change be encouraged; e.g., material or spiritual?

C. Theme: What Is Technology?

1. Value Issue: To what extent has technological change benefited pre-industrial societies?

a. Suggested Concepts

(1) technology
(2) time
(3) space
(4) goals
(5) power
(6) productivity
(7) division of labor
(8) roles

b. Suggested Value Questions

(1) Does advancing technology increase or decrease man's basic freedoms? His ultimate happiness?

(2) To what extent should technological advances be controlled?

2. Value Issue: Should a pre-industrial society do what is technically possible whether or not it is socially desirable?

a. Suggested Concepts

(1) social change
(2) conservation
(3) dependence
(4) standard of living
(5) cultural lag
(6) assimilation - integration

b. Suggested Value Questions

(1) What should be the order of priorities for technological development?

(2) Who should decide what is socially desirable?

(3) Should technically powerful cultures dominate those that are less advanced?

(4) Should each generation preserve the earth's natural resources?

REFERENCES

No single school will be able to purchase all the materials on the following list. Teachers must exercise discretion in selecting those materials that seem to best fulfill the specific aims and objectives of the school's social studies program.

Print Materials

Prices are approximations only and are subject to change. They are included here as rough guidelines.

The first three items on the following list could well serve as core materials for Grade VII Social Studies. The remaining items on the list are NOT organized in order of priorities.

It is recommended that no more than five copies per class of any one title be purchased.

These books will be available through the School Book Branch on special order.

Baldwin, G. C.

Stone Age Peoples Today
George J. McLeod Ltd., 1964
73 Bathurst Street
Toronto 135, Ontario
$5.20

One of the best student books that looks at stone age people in existence today. Treats twelve of present-day primitive societies. Appropriate reading level for Grade VII.

Burland, C.

Men Without Machines
Doubleday Publishers, 1969
105 Bond Street
Toronto 200, Ontario
$6.95

A good cultural survey of twenty-three primitive groups around the world and how their cultures developed without technology. An excellent reference. Readable pictures.

Hertzberg, H. W.

The Great Tree and the Longhouse: The Culture of the Iroquois
Collier-Macmillan Canada Ltd., 1967
539 Collier-Macmillan Drive
Galt, Ontario
$2.45

This book introduces the study of culture and its patterns through an exploration of the Iroquois. The concepts used seem to be accessible to Grade VII and should provide a basis to build upon and illuminate students' experience. One of the better books for looking at a culture. Teacher's Manual is a must ($1.35).

Howell, F. C.

Early Man
W. J. Gage Ltd., 1965
1500 Birchmount Road
Scarborough 733, Ontario
192 pp. - $6.60

An anthropological account of early man based on the threads of man's physical remains and his tools. The author offers his educated suggestions on the problems and general conditions of life in the ancient past and the actual uses man made of his tools.

Mead, M.

People & Places
Bantam Books of Canada Ltd., 1959
888 Dupont Street
Toronto 174, Ontario
$0.75

The author deals in general with the development of man as a human being. Then the following significant cultural groups are considered - the Eskimo, the Indians of the Plains, the Balinese, the Minoans of Crete and the Ashanti - in terms of their basic needs and development in each particular environment.

Bleeker, S.

The Bleeker Series
George J. McLeod Ltd.
73 Bathurst Street
Toronto 135, Ontario

Any books by Sonia Bleeker are excellent materials for the Grade VII course. They are written at an easy reading level, are interesting and cover many of the basic concepts for cultural study.

Approximate price - $4.95 for each title

The Apache Indian, 1951
The Ashanti of Ghana, 1966
The Cherokee Indian, 1952
The Chippewa Indian, 1955
The Crow Indian, 1953
The Delaware Indian, 1953
The Eskimo, 1959
The Horsemen of the Western Plateau, 1957
The Ibo of Biafra,
The Indians of the Longhouse, 1950
The Masai: Herders of East Africa, 1963
The Mission Indians of California, 1956
The Navajo, 1958
The Pueblo Indian, 1955
The Pygmies: Africans of the Congo Forest, 1968
The Sea Hunters, 1951
The Seminole Indians, 1954
The Sioux Indians, 1962
The Tuareg, 1964
The Zulu

Thomas, E. M.

The Harmless People
Random House of Canada Ltd., 1959
370 Alliance Avenue
Toronto 334, Ontario
Paperback - $2.25

The author conveys the strangeness of the desert life in which we perceive human traits as familiar as those of our culture. Only for better readers.

Perkins, M. & C.M.

I Saw You From Afar: A Visit to the Bushmen of the Kalahari Desert
Atheneum Publishers
Canadian Agent is:
McClelland & Stewart Ltd., 1965
25 Hollinger Road
Toronto 374, Ontario
$4.50

One of the better student references on the Bushmen. Written at a Grade VII reading level. Also interesting reading. Covers most aspects of Bushmen culture.

Jenness, E.

The Indian Tribes of Canada
Ryerson Press, 1966
299 Queen Street W.
Toronto 133, Ontario
Paperback - $1.95

In this book the native people of Canada have been arranged into seven geographic groups. Though environments and languages differed in each case, the general customs and the broad manner of life was the same.

Marriott, A.

Kiowa Years: A Study in Culture Impact (A Novel) and *The Kiowas: Profile of a People* (Ethnography)
Collier-Macmillan Canada Ltd., 1968
539 Collier-Macmillan Drive
Galt, Ontario
$2.85

An historical novel which tells of the daily activities of Plains Indians who lived fewer than one hundred years ago. Easy reading. Considers basic cultural patterns.

Leechman, D.

Native Tribes of Canada - (School edition)
W. J. Gage Ltd., 1956
1500 Birchmount Road
Scarborough 733, Ontario
$3.90

A comprehensive text about the native people of Canada, by a Canadian anthropologist. Each native group is considered within certain specific geographic regions of Canada. An easily read, useful reference.

Clymer. E.

The Second Greatest Invention
Holt, Rinehart & Winston of Canada Ltd., 1969
833 Oxford Street
Toronto 530, Ontario
$3.95

Reference text written at the Grade VII reading level. Briefly follows Man's progression through the Old Stone Age. The main portion of the book is about archaeological sites in Egypt and the Near East; and about farming in the New Stone Age. Archaeology as a discipline is stressed throughout.

Underhill, R.

First Came the Family
George J. McLeod Ltd., 1958
73 Bathurst Street
Toronto 135, Ontario
$4.25

Reference book giving a sociological look at the family. Reading level - Grade VIII-IX. Sample chapter titles: "Where Did the Family Begin?", "Who is in the Family?", "Choosing a Mate", "Married Life", "Childhood","Adolescence and Old Age". Content covered is both historical and geographic.

Teacher References

Salzmann, Z.

Anthropology
Longman Canada Ltd.
55 Barber Greene Road
Don Mills 403, Ontario
Text - $6.05
Teacher's Manual - $1.00

Grade XII text in Ontario. Excellent teacher reference if you do not have a background in anthropology. Contains four sections:
An Introduction to Anthropology
An Introduction to Physical Anthropology
An Introduction to Cultural Anthropology
An Introduction to Linguistics

Beals, A. R.

Culture in Process
Holt, Rinehart & Winston of Canada Ltd., 1967
833 Oxford Street
Toronto 530, Ontario
$4.95

A good background for teachers and students.

Forde, C. D.

Habitat, Economy and Society
Dutton
Canadian Agent is:
Clarke, Irwin & Co. Ltd.
Clarwin House
791 St. Clair Avenue W.
Toronto 347, Ontario
$2.45

Teacher reference that serves as an introduction to the study of cultural anthropology. Case studies are grouped in four parts:
- Food Gatherers
- Cultivating Cultures
- Pastoral Nomads
- Habitat and Economy

Carter, G. F.

Man and the Land: A Cultural Geography
Holt, Rinehart & Winston of Canada Ltd., 1968
833 Oxford Street
Toronto 530, Ontario
$12.50
Study Guide - $3.95

Certain sections of this book provide background material for this theme.

Foster, G. M.

Traditional Cultures, and the Impact of Technological Change
Harper & Row
Canadian Agent is:
Fitzhenry & Whiteside Ltd., 1962
150 Lesmill Road
Don Mills, Ontario
$7.95

A very readable treatment of the social, cultural, and psychological barriers to change. Deals with traditions, relative values, etc.

Wilson, F. J., et al. *World Cultures* - (Teacher's Guide)
Guinness Publishing Ltd., 1969
73 Six Point Road
Toronto 18, Ontario
An excellent teacher's guide for the new social studies. Provides good ideas for the teacher. Highly recommended.

How to Think with Pictures
Fideler
Canadian Agent is:
Guinness Publishing Ltd.
73 Six Point Road
Toronto 18, Ontario
Gives helpful ideas for utilizing pictures.

Non-Print Materials

Teachers should avail themselves of the film, filmstrip, audio-tape and video-tape catalogs of the Audio-Visual Services Branch, or, if schools are located in Calgary or Edmonton, from local instructional media centers.

ETUDES SOCIALES - SEPTIEME ANNEE

Références suggérées

On peut se procurer les références suggérées au School Book Branch par commande spéciale.

	Prix approximatif
Fides, 245 avenue Dorchester, Montréal	
Les Premiers âges de l'homme, Ashley Montagu, Marabout Université, 1964	$2.25
Histoire universelle, Le Monde antique, Dordas Encyclopédie, No 4	7.80
Les civilisations de l'antiquité, Hélène Puiseux, Hatier, 1966	9.45
L'Histoire, de l'Age de la Pierre à Christophe Colomb, Encyclopédie moderne en couleur, Ed. Tout Connaitre	3.00
Les Grandes Inventions, de la Préhistoire à nos jours, Encyclopédie moderne en couleur, Ec. Tout Connaitre	3.00
Les Premiers Américains, G.H.S. Bushnell, Ed. Sequoia, Bruxelles, 1968	6.25
Les origines de l'Egypte ancienne, C. Aldred, Ed. Sequoia, Bruxelles, 1967	6.25
Villes primitives de l'Asie Mineure, J. Mellaart, Ed. Sequoia, 1969	6.25
Les Nomades de la Steppe, E. D. Phillips, Ed. Sequoia, 1966	6.25
L'Inde avant l'histoire, Sir Mortimer Wheeler, Ed. Sequoia, 1967	6.25
La Chine ancienne, W. Watson, Ec. Sequoia, 1968	6.25
Les chasseurs de l'âge de pierre, G. Clark, Ed. Sequoia, 1967	6.25
L'Aurore de la Mésopotamie et de l'Iran, M. E. L. Mallowan, Ed. Sequoia, 1966	6.25
Centre de Pédagogie, 10 rue Cook, Québec	
Les Indiens, Claude Appell, Ed. Gauthier-Languereau	6.25
Micias, l'enfant des Andes, Gérard Beauvais, Ed. Nathan	3.25
Agossou, le petit Africain, Dominique Darbois, Ed. Nathan	3.25
Gopal, enfant de l'Inde, Dominique Darbois, Ed. Nathan	3.25
Parana, le petit Indien (Brésil), Dominique Darbois, Ed. Nathan	3.25
Les Peaux Rouges, Dennis Knight, Ed. Livres, Jeux, Production	.80
L'Egypte, l'Orient et al Grèce, L. Harmand et Genet, Hatier	3.60
Rome et le Moyen Age jusqu'en 1328, Dauron et Devisse, Hatier	3.60

Hachette, 554 est, rue Ste-Catherine, Montréal

L'Orient et al Grèce, A. Aubert, Collection Histoire, No 6, Hachette	$3.45
Le Vie quotidienne des Indiens du Canada, R. Douvelle et J. D. Casanova, Hachette	4.35
L'Egypte, M. Lambrino, Encyclopédie par l'image, Hachette	1.25

Service des Ecoles, 1691 est, rue Fleury, Montréal

Les Vikings, Frank R. Donovan, Collection Caravelle, Ed. R.S.T., 1965	5.95
Les Pharaons, Jacquetta Hawkes, Collection Caravelle, Ed. R.S.T., 1967	5.00
Civilisations perdues, I. Robbin, Encyclopédie des Junior, Ed. R.S.T., 1963	1.80
Vie et Moeurs dans l'Antiquité, B. Winer, Ed. R.S.T., 1961	9.00
Cortès, la Conquête des Aztèques, Collection Caravelle, Ed. R.S.T., 1966	-
Civilisations enfouies, Ronald Jessup, Editions des Deux Coqs d'Or	5.20
Merveilles du Passé, Roberto Bossi, Editions des Deux Coqs d'Or	6.00
Les Indiens d'Amérique, Oliver La Farge, Editions des Deux Coqs d'Or	6.20
Comment vivre en Indiens, W. Ben Hunt, Editions des Deux Coqs de'Or	5.25
La Merveilleuse Aventure de l'Homme, Lincoln Barnett et l'Equipe de Life, Ed. des Deux Coqs d'Or	6.00
Les Royaumes africains, B. Davidson, Collection Time/Life	8.00
L'Aube de l'Islam, Desmond Stewart, Collection Time/Life	8.00
L'Egypte ancienne, Lionel Casson, Collection Time/Life	8.00
La Rome impériale, Moses Hadas, Collection Time/Life	8.00
Les Sioux, Chasseurs de Bisons, Don Russell, Editions Nathan	2.00
Les Incas, Alfred Métraux, Collection Le Temps qui court, Ed. Seuil	2.10
Le Pays des Pharaons, Leonard Cotterell, Ed. Hatier	5.30
Feux Indiens, Pierre Espagne, Ed. Gelgalge	3.20
La fantastique épopée du Far West, Georges Fronval, Ed. Dargaud	8.00
Histoire des Indiens de l'Amérique du Nord, Ed. Laffont	6.45

Les Editions du Jour, 1651, rue St-Denis, Montreal 129

Légendes indiennes du Canada, Claude Melançon, Editions du Jour	4.00

Librairie Beauchemin, 450 Avenue Beaumont, Montreal 303

Comment on découvrit les Indiens d'Amérique, Marius Barbeau, Ed. Beauchemin	$2.50
Peaux-Rouges d'Amériques, leurs moeurs, leurs coutumes, Marius Barbeau, Ed. Beauchemin	2.50

Librairie Garneau, 47 rue Buade, Québec

Chez les Indiens, Henri Dimpre, Ed. Bres, Paris	2.40

Le Coin du Livre, 263, rue Dalhousie, Ottawa

Histoire et légendes de l'Egypte mystérieuse, Tchou, Editeur	8.30

Références pour le professeur

Librairie Lemeac, 371 Ouest, Avenue Laurier, Montréal 152

L'homme primitif américain, F. C. Hibben, Ed. Payot	2.85
Moeurs et coutumes des Eskimeax, Kal. Berket-Smith, Ed. Payot	3.15
La chasse préhistorique, Kurt Lindner, Ed. Payot	2.55
Les Mayas (La Decouverte d'une civilisation perdue) Ch. Gallenkamp, Ed. Payot	3.75
Grandeur et décadence de la civilisation Maya, J.E.S. Thompson, Ed. Payot	5.20
L'homme, rien que l'homme, Henri Pieron, P.U.F.	2.25
Initiation à l'anthropologie, Claude Kluckhohn, Ed. Dessort	5.40

CHAPTER FOUR

VIII MAN, TECHNOLOGY, AND CULTURE IN AFRO-ASIAN SOCIETIES

The following course outline is based on the themes MAN, TECHNOLOGY, and CULTURE. Value issues relating to each theme are outlined below. Each value issue should be studied in the context of an Afro-Asian society to be selected by the teacher and students. For purposes of this course, "Afro-Asian" societies include Asia (excluding the U.S.S.R.), Africa, the Middle East and the Pacific Islands.

A. Theme: Afro-Asian Man

1. Value Issue: Should individual worth be maximized in an Afro-Asian society?

a. Some Sample Value Questions

(1) Considering the existing conditions, which should be given the greatest emphasis: the rights of the individual, or the rights of the group?

(2) Would maximizing the worth of the individual be beneficial or harmful to society?

(3) Should the idea be accepted that any man is like everyman?

(4) What should be the major criteria in assessing individual worth?

b. Some Sample Conceptual Questions

(1) What are the *basic needs* of Afro-Asian man?

(2) How have *individual needs* been met in the past?

(3) What is the *status* of the individual in the present society?
- Politically
- Economically
- Socially

(4) What are the limitations to *social mobility* within this society?

(5) What *forces of change* have changed, are changing, or may change the ways in which individual needs are met?

(6) How might existing conditions be *modified* in this society?

B. Theme: Afro-Asian Technology

1. Value Issue: Should Afro-Asian societies change the methods by which resources are utilized?

a. Some Sample Value Questions

(1) Would such changes have harmful effects on other aspects of the society?

(2) What should be the role of government and of the individual in utilization of resources?

(3) Should the production of national wealth be given greater emphasis than the production of individual wealth?

(4) Should access to resources and wealth be changed?

(5) What should be the criteria for determining the value of technological change?

b. Some Sample Conceptual Questions

(1) What are the existing *human and natural resources?*

(2) What is the present level of *utilization* of these resources?

(3) What is the present level of development of *transportation* and *communication* facilities?

(4) What are the present methods used to control and distribute *wealth?*

(5) What conditions prompt changes in the *technology* of the society?
- Invention
- Diffusion or borrowing

(6) What types of *technological changes* are possible in view of existing conditions?

(7) What are the possible *results* of technological changes to the:
- environment?
- society?
- individual?

C. Theme: Afro-Asian Culture

1. Value Issue: Should social and cultural change in an Afro-Asian society be viewed as necessary and desirable?

a. Some Sample Value Questions

(1) Have *socio-cultural changes* which have occurred in this society in the past been harmful or beneficial?

(2) Should changes which are occurring continue in the same direction and at the same rate?

(3) Would new social and cultural changes have beneficial or harmful effects (on the groups and individuals within society)?

(4) Should a wide latitude of social and cultural variety be permitted to thrive within this society?

(5) What should be the criteria for determining the value of social and cultural change?

b. Some Sample Conceptual Questions

(1) What *social and cultural changes* have occurred in this society with respect to:
- the interaction process?
- social groups?
- social norms?
- social institutions?

(2) What *conditions* exist in this society at the present time?
- Social problems which have been solved
- Social problems which have been created or left unsolved

(3) How might existing *social problems* be solved?
- Problems of cultural diversity (i.e., tribalism, religion, language, etc.)
- Problems relating to or dealing with change (cultural lag, tradition, aesthetics, etc.)

D. Theme: Afro-Asian Society And International Relations

1. Value Issue: Should an Afro-Asian society pursue a policy of non-alignment?

a. Some Sample Value Questions

(1) Could the international relations that Afro-Asian nations have had in the past be considered satisfying:
- to them?
- to other nations involved?

(2) Should Afro-Asian nations maintain existing international relations?

(3) Would Afro-Asian interests be best served by alignment with major power blocs?

(4) Should the people of Afro-Asian society be satisfied with the consequences of their relations with Western societies?

(5) What should the criteria be for determining success or failure in the development of international relations?

b. Some Sample Conceptual Questions

(1) What organizations previously maintained *international relations* with Afro-Asian society?

(2) What are the international interests of Afro-Asian society and what *international organizations* exist to serve these interests?

(3) What are the alternatives to the bi-polar structure of power as presently envisioned?

(4) What are the consequences of *bi-lateral and multi-lateral alignments* with Western society?

REFERENCES

No single school will be able to purchase all the materials on the following list. Teachers must exercise discretion in selecting those materials that seem to best fulfill the specific aims and objectives of the school s social studies program.

Print Materials

Prices are approximations only and are subject to change. They are included here as rough guidelines.

The first two items on the following list could well serve as the core materials for Grade VIII Social Studies. The remaining items on the list are NOT organized in order of priorities.

It is recommended that no more than five copies per class of any one title be purchased.

These books will be available through the School Book Branch on special order.

Clark, L. E.

Through African Eyes: Cultures in Change Series
Burns and MacEachern Ltd., 1969
62 Railside Road
Don Mills 400, Ontario

This series has many possibilities in a values approach. Contains readings and accounts of Africa by Africans.

$1.98 for each title

Unit I - Coming of Age in Africa: Continuity and Change
Unit II - From Tribe to Town: Problems of Adjustment
Unit III - The African Past and the Coming of the European
Unit IV - The Colonial Experience: An Inside View
Unit V - The Rise of Nationalism: Freedom Regained
Unit VI - Nation-Building: Tanzania and the World

Gross & Michaeles (Ed.)

Asian Studies Inquiry Program Series
J. M. Dent & Sons (Canada) Ltd.
100 Scarsdale Road
Don Mills 404, Ontario

An excellent series - aimed at certain important concepts of Asian life. Deals mostly with India, China and Japan. Patterns are largely drawn from these three countries. This series exists in three clusters of readings dealing with Asian thought, change in Asia, and traditional patterns of Asian life.

Publisher's Price: $78.00 per class set (ten copies each of five titles plus Teacher's Manual) OR $15.60 for ten copies of any one title. Also available in single copies for $1.75.

Confucius and Taoism
Buddhism
Chinese Painting
Gandhi
Chinese Popular Fiction
East Meets West
Mao Tse-Tung and the Chinese Revolution
Life in Communist China
Modernization in Japan
China and the United States
Man and His Environment in Asia
Food and Survival in Asia
Men and Women in Asia
Class and Caste in Village India
Cultural Patterns in Asian Life

Area Studies in Economic Progress Series
W. J. Gage Limited, 1963
1500 Birchmount Road
Scarborough 733, Ontario

These economic "area studies" are useful in an analysis of the development of Afro-Asian countries and stress each country's immediate problem. Books contain original source documents.

$1.60 for each title

Chang, P. — *China - Development by Force*
Berkowitz, M. — *India - Struggle Against Time*
Hunsberger, W. — *Japan - Lessons in Enterprise*
Babian, H. — *The Middle East - Old Problems and New Hopes*
Salkever & Flynn — *Sub-Saharan Africa - Struggle Against the Past*

Stavrianos, L. S.

Culture Areas in Perspective Series
Macmillan Company of Canada Ltd., 1969
70 Bond Street
Toronto 205, Ontario

A useful series. A bit on the difficult side but should be grasped by majority of Grade VIII students. Is problems-oriented rather than values-oriented.

$1.45 for each title

China
India
Middle-East
Sub-Saharan Africa

Fersh, S.
(General Ed.)

The Global Culture Series
Van Nostrand Reinhold Ltd.
1410 Birchmount Road
Scarborough 733, Ontario

A well-illustrated series, geared to the reading level of the junior high student. Each geographic area is approached through a depth study of peoples, customs, beliefs and culture.

Approximate price - $2.55 for each title

Amoss, H.
Fersh, S.
Baker, E. & G.
Thomas, E.
Beck, R.
Forman, B.

The Story of Afghanistan
The Story of China
The Story of East Africa
The Story of India (Revised)
The Story of Indonesia
The Story of Japan
The Story of Korea
The Story of Laos
The Story of Liberia
The Story of Pakistan
The Story of Phillipines
The Story of Samoa
The Story of Thailand
The Story of West Africa

Fenton, E. (Ed.)

Holt Social Studies Curriculum Series
Holt, Rinehart & Winston of Canada Ltd., 1968
833 Oxford Street
Toronto 530, Ontario

An inquiry-oriented series; useful at various grade levels. Consists of useful readings with questions to stimulate discussion and inquiry.

$1.90 for each title

Tradition and Change in China
Tradition and Change in India
Tradition and Change in the Republic of South Africa

Fersh, S. (General Ed.) — Culture Regions of the World Series
Collier-Macmillan Canada Ltd., 1965 - 1970
539 Collier-Macmillan Drive
Galt, Ontario

An excellent paperback source - readable by Grade VIII's. Contains up-to-date information.

$2.50 for each title

Foster — *Africa South of the Sahara*
Burks — *China, Korea and Japan*
Fersh — *India and South Asia*
Thomas — *Southeast Asia*

How People Live Series
Saunders of Toronto, 1968
1885 Leslie Street
Don Mills, Ontario

This series does a good job of revealing life in each area.

$2.65 for each title

Johnson, B. — *East Pakistan*
Dempster, P. — *Japan*
Ward, M. — *Malaya and Singapore*
Hodgkin, R. — *The Sudan*

Beyer, Barry K. & E. Perry Hicks — Africa Inquiry Maps - Teaching Guide and Exercises
Fitzhenry & Whiteside Ltd.
150 Lesmill Road
Don Mills, Ontario

Excellent source of transparencies and suggested activities for teaching about Africa through an inquiry approach. Materials available singly or in classroom sets. Produced as part of "Project Africa", a Carnegie-Mellon University social studies curriculum project.

Beyer, Barry K. — *Africa South of the Sahara: A Resource and Curriculum Guide*
Fitzhenry & Whiteside Ltd., 1969
150 Lesmill Road
Don Mills, Ontario
138 pp. - $3.95

This volume includes:

a. a study of current literature on teaching about Africa
b. an analysis on recent studies of how students view Africa
c. a set of guidelines and objectives for teaching about Africa
d. a comprehensive listing of over 600 visual and audio materials
e. a directory of agencies, embassies and trade representatives for Africa.

Culture Area Studies Paperbacks Series
Gage Educational Publishing Ltd., 1970
1500 Birchmount Road
Scarborough, Ontario

An excellent paperback series. Readable, and up-to-date.

$2.05 for each title

Africa South of the Sahara
East Asia: China and Japan
India and Southeast Asia
The Islamic World

Gould & Gross (General Editors)

Scholastic World Affairs Multi-Texts
Scholastic Book Service
123 Newkirk Road
Richmond Hill, Ontario

Useful references involving an inquiry approach.

Approximate price - $1.25 for each title

Joy — *Emerging Africa*, 1962
Jaeckel & Peretz — *Middle East*, 1964
Kublin — *The Rim of Asia*, 1964
Lengyel — *The Subcontinent of India*, 1965
Bill — *The Two Chinas*, 1962

Today's World in Focus Series
Ginn & Co.
35 Mobile Drive
Toronto 375, Ontario

Relatively good surveys of Afro-Asian countries but perhaps too shallow for depth studies. Useful for developing an understanding of basic concepts.

$1.90 for each title

Hapgood, D. — *Africa*, 1971
Swisher, E. — *China*, 1968
Frykenberg, R. — *India*, 1968
Eyre, J. — *Thailand*, 1971

World Areas Today Series
Longman Canada Ltd.
55 Barber Greene Road
Don Mills 403, Ontario

Worthwhile materials which treat their subjects in depth. The approach is somewhat expository but is attractive to most Grade VIII students.

$2.20 for each title

Babian, H. — *China and India*
Higgins, B. — *Japan and Southeast Asia*
Karapat, K. — *The Middle East and North Africa*
Burke, F. — *Sub-Saharan Africa*

Joyce. J. A.

Decade of Development: The Challenge of the Underdeveloped Nations
Longman Canada Ltd., 1966
55 Barber Greene Road
Don Mills 403, Ontario
$3.00

This book deals with the "Decade of Development" sponsored by U.N. Agencies for developing nations. It contains a useful statement, in descriptive terms, about what it would be like to live on $100.00 per year.

Lands and Peoples of the World Series
Ginn & Co., 1969
35 Mobile Drive
Toronto 375, Ontario

A new series adapted for Canadian students.

Eisden, E. & Uttley — *Africa*
Glendinning, R. — *Asia*

World Cultures Series
Fideler Co., 1966
73 Six Point Road
Toronto 18, Ontario

An excellent series, with manual for teachers. Inquiry-oriented, with possibilities for skill development and values clarification. The first ninety pages give a survey of Asia and are repeated in each book.

Approximate price - $5.85 each book

Weins & Hertel — *Asia with a Focus on China*
Withington & Hertel — *Asia with a Focus on Southeast Asia*

North Central Association, Foreign Relations Project Committee (Eds.)

Foreign Relations Series
Doubleday Publishers, 1965
105 Bond Street
Toronto 200, Ontario

Overview deals with basic topics; good reading level for Grade VIII. Each book arranged topically. More history and current information than geography.

$1.60 for each title
Africa and the World Today
The Chinese Dilemma
India & The World Today
Japan: Ally in the Far East

Gross & Michaelis

World Studies Inquiry Series
J. M. Dent & Sons (Canada) Ltd.
100 Scarsdale Road
Don Mills 404, Ontario

Good set. Deals with certain problems of Asia and Africa - leads to discussion of problems. Rather good mix of pictures and written material.

Africa
Asia

Kuban, L. (Ed.)

People of the World Series
Gage Educational Publishing Ltd.
1500 Birchmount Road
Scarborough, Ontario
$2.25

Very readable. Values-oriented. An excellent approach.

Japan, 1971

Kolevzon, E. R. (Ed.)

Afro-Asian Regional Studies Series
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario

Developed at the Junior High School level and based on a larger book.

$2.50 for each title
Africa South of the Sahara
East Asia: China, Japan, Korea
Southeast Asia

Teacher References

Welty, P. T.

The Asians: Their Heritage and Their Destiny
Lippincott
Canadian Agent is:
McClelland & Stewart Ltd., 1970
25 Hollinger Road
Toronto 374, Ontario
Paperback - $2.75

This book should be useful as a student and teacher reference. It deals with topics such as the status of women, village life and religion.

Bodde, D.

China's Cultural Tradition: What & Whither
Holt, Rinehart and Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
Paperback - $1.65

In spite of its relatively high reading level, this book has proven to be extremely valuable. It presents a wealth of information not easily located in other books.

Hodgson, R. D. & E. A. Stoneman — *Changing Map of Africa* - (2nd edition) $1.75

Petrov, V. P. — *China: Emerging World Power* $1.75

Harrison Church, R.J. — *Environment and Policies in West Africa* $1.75

Neale, W.C. — *India: The Search for Unity, Democracy and Progress* $1.45

Higgins, B.H. & J. — *Indonesia: The Crisis of the Millstones* $1.45

Hall, R.B. — *Japan: Industrial Power of Asia* $1.75

Campbell, R.D. — *Pakistan: Emerging Democracy* $1.75

Cutshall, A. — *Philippines: Nation of Islands* $1.45

All the above are survey-type material available from Van Nostrand Reinhold Ltd., 1410 Birchmount Road, Scarborough 733, Ontario

Dean, V.M.

The Nature of the Non-Western World
Mentor Books
The New American Library of Canada, Ltd.
295 King Street East
Toronto 229, Ontario
$0.95

An excellent background book - suitable for top students also, as it is not too "deep". Contains a list (extensive) of selected readings.

Dean, V.M. &
H. D. Harootunian

West and Non-West: New Perspectives
Holt, Rinehart and Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
$3.96

Provides excellent background for teachers (rather difficult though, as in places it makes for "dry" reading). Generally, an excellent source of information. This book is intended as a "core" book for the Contemporary Civilization Series, published by the same firm.

Non-Print Materials

Teachers should avail themselves of the film, filmstrip, audio-tape and video-tape catalogs of the Audio-Visual Services Branch, or, if schools are located in Calgary or Edmonton, from local instructional media centers.

CHAPTER FIVE

IX MAN, TECHNOLOGY, AND CULTURE IN WESTERN SOCIETIES

The Grade IX Social Studies course is outlined in three sections:

Theme I: Value Issues Relating To Man

Theme II: Value Issues Relating To Technology

Theme III: Value Issues Relating To Culture

It is expected that each class will examine at least one issue from each of Themes I, II and III.

Each value issue is divided into several questions relating to "Understanding the Value Issue". These questions are in turn followed by a list of "Suggested Concepts for Developing Value Issues" which are suggestive only.

The value issues selected for study should be investigated in the context of one or more societies in the Western World. The Western World is defined as including the Western Hemisphere (excluding Canada which is dealt with in Grade X), Europe (including the U.S.S.R.), Australia and New Zealand. The selection of a particular society from within these areas should be made according to the potential of the society to illustrate the value issue under study. In spite of the extensive availability of resource materials on the U.S.A., in-depth study of problems in the U.S.A. should be limited to one value issue.

It is expected that a problem-solving, inquiry approach would be used to most effectively assure that the valuing process is achieved.

A. Theme I: Man In The Western World

Major Problem: How should the society under study resolve conflicts between individual freedom and group control?

1. Value Issue: Should the state assume responsibility for the welfare of the individual?

Understanding the Value Issue	Suggested Concepts for Developing Value Issues
	An operational definition of many of the following concepts can serve the purpose of providing a context for examining the issues in this unit.

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Understanding the Value Issue	Suggested Concepts for Developing Value Issues
	An examination of these concepts can provide a knowledge base to establish what the situation is, why it exists, and what possible solutions to the problem there might be. (The following list is not all-inclusive. There may be additional concepts to be examined in studying the issue.)
(1) What is poverty?	Definition of physical, cultural, socio-psychological needs - poverty - definition indices of poverty - welfare - welfare state - socialism vs. free enterprise - social legislations - pensions, unemployment insurance, medical benefits, guaranteed annual income, etc. - urban renewal - slums - security - cradle to grave care - effect on individual identity - modified command economy - charity - thrift - regional disparity - individual initiative
(2) To what extent does poverty exist with respect to - physical needs - cultural needs - socio-psychological needs?	
(3) Why does poverty exist?	
(4) To what extent is the existence of physical poverty a result of - unequal distribution of natural resources - type of economic system	
(5) Is poverty with respect to the satisfaction of cultural and socio-psychological needs a result of physical poverty?	
(6) What role should the following play in overcoming poverty? - governments - non-governmental organizations - individuals	

2. Value Issue: What institutions best ensure that human rights will be protected and to what extent should the individual sacrifice his rights for the benefit of society?

Understanding the Value Issue	Suggested Concepts for Developing Value Issues
(1) What are man's basic rights and freedoms?	- individual rights - human rights - freedoms
(2) What are man's corresponding responsibilities to society?	- responsibilities - to individuals, groups and state
(3) To what extent are man's basic rights and freedoms present in various societies?	- discrimination - self-determination - justice - equality - rule of law
(4) What are the corresponding responsibilities to these societies?	- civil liberties - due process of law - legislation - role of dissent
(5) What institutions will best ensure that a satisfactory balance between rights and freedoms of man and his responsibilities can be achieved?	- majority rule - minority rights - interdependence - change and stability - co-operation - censorship

3. Value Issue: By what means and to what extent can the individual and the group influence decision-making?

Understanding the Value Issue	Suggested Concepts for Developing Value Issues
(1) How is decision-making in society influenced by - individuals - groups	- governments - legislatures - political parties - pressure groups - lobbies - communication media
(2) What are the motives of individuals and groups in influencing decision-making?	- propaganda techniques - petition - plebiscite - violence - threats

Understanding the Value Issue	Suggested Concepts for Developing Value Issues
(3) How effective are individuals and groups in achieving their objectives?	- laissez-faire - elections - interaction - opinion polls - strikes - threats to strike - self-interest - philanthropy - withdrawal of services - bureaucracy - responsible government - maintaining the status quo

B. Theme II: Technology In The Western World

Major Problem: What institutions best ensure that human rights will be protected and to what extent should the individual sacrifice his rights for the benefit of society?

1. Value Issue: To what extent should man use human and natural resources to improve his standard of living?

Understanding the Value Issue	Suggested Concepts for Developing Value Issues
	An operational definition of many of the following concepts can serve the purpose of providing a context for examining the issues in this unit. An examination of these concepts can provide a knowledge base to establish what the situation is, why it exists, and what possible solutions to the problem might be. (The following list is not all inclusive. There may be additional concepts to be examined in studying the issue.)

Understanding the Value Issue	Suggested Concepts for Developing Value Issues
(1) What resources are available to man in order to improve his standard of living?	- standard of living - resources - human and natural - ecology - conservation
(2) What is the effect on the standard of living when resources are not developed?	- high mass consumption - exploitation - production for consumption - waste
(3) How does consumption of resources affect man's environment?	- pollution - consumer practices - interdependence - geography - settlements
(4) How does management of personal resources affect man?	- environment - technology - gross national product
(5) How efficiently does the nation use available resources in improving the standard of living for all its people?	- exports - imports - trade - depletion - exploration - regional disparity
(6) To what extent should man continue to use available resources?	- capital - transportation - communication - education - cult of progress - growth of industry - free enterprise - socialism - landed aristocracy

2. Value Issue: How should man meet the challenge of change created by technology?

Understanding the Value Issue	Suggested Concepts for Developing Value Issues
(1) What technological changes has man introduced?	Technological Change - automation - mass production
(2) What is the effect of technological advancement on society?	- cybernetics - specialization and division of labour - scientific methods
(3) What factors have caused technological change?	

Understanding the Value Issue	Suggested Concepts for Developing Value Issues
(4) Why has technology become a challenge for man?	Effects - increased leisure time - education and re-training - need for adaptability - urbanization - affluence - mobility - social and physical - high mass consumption - planned obsolescence - interdependence - dislocation
(5) How successful is man in adjusting to technological change?	
(6) What plans should man make for coping with future technological change?	

3. Value Issue: To what extent should the wealth and technology of one nation be shared with other nations?

Understanding the Value Issue	Suggested Concepts for Developing Value Issues
(1) How extensive are differences in the wealth of the people and nations of the Western World?	- wealth - regional disparity - standard of living - poverty - foreign aid - motives - priorities - scarcity - trade - capital - control of economy by minority groups - social legislation - resources - distribution of wealth - nationalization - capitalism - business organizations - surpluses - incentives - exploitation - international economic communities - economic imperialism - national self-interest
(2) Why do such discrepancies exist within and among the people and nations of the Western World?	
(3) To what extent should a nation be concerned with the welfare of other nations?	

C. Theme III: Culture In The Western World

Major Problem: How should individuals and social groups of differing political, economic, social and cultural convictions adjust so as to minimize conflicts within the Western World?

1. Value Issue: Should men work toward a common culture or should differences be encouraged?

Understanding the Value Issue	Suggested Concepts for Developing Value Issues
	An operational definition of many of the following concepts can serve the purpose of providing a context for examining the issues in this unit. An examination of these concepts can provide a knowledge base to establish what the situation is, why it exists, and what possible solutions to the problem might be. (The following list is not all-inclusive. There may be additional concepts to be examined in studying the issue.)
(1) Does the existence of minority groups within a culture pose problems for the majority? (2) To what extent is the assimilation or accommodation of a minority culture a result of society's attitude as compared to the minority group's position? (3) Should minority groups be - assimilated, resulting in a "melting pot" type of culture? - accommodated, resulting in a "mosaic" type of culture?	- minority groups - cultural, racial, religious, political, economic - culture - assimilation - accommodation - cultural preservation - change - integration - segregation - cultural diffusion - unity - disunity - co-operation - conflict - social classes - class structure - interaction - economic independence vs. economic dependence - spatial distribution - prejudice - race - social control and legal control - equality

2. Value Issue: Should one's efforts be directed toward material want or toward the development and preservation of aesthetic, moral and spiritual values?

Understanding the Value Issue	Suggested Concepts for Developing Value Issues
(1) Does man's quest for material gain overshadow his aesthetic, spiritual, and moral development?	- aesthetics, spirituality, morality - change - lack of permanency - secularization - medical advances - drugs, surgical - materialism
(2) Has advanced technology changed man's moral, aesthetic and spiritual values?	- affluence - changing influence of social institutions - family, church, school, government
(3) Should moral, spiritual and aesthetic values keep pace with technological advances?	- social disorder - crime, racial tension vs. changing moral attitudes - cultural lag - respect for tradition - changing aesthetic values - apathy - lack of involvement - fatalism - anomie

3. Value Issue: How can the quality of urban life be improved?

Understanding the Value Issue	Suggested Concepts for Developing Value Issues
(1) What are the problems resulting from the growth of large urban centers?	- urbanization - anomie - housing - community planning - crime
(2) In spite of the advantages of urban living, why do problems continue to exist?	- pollution - land, air, water - recreation - individual worth - mass man
(3) What measures should be taken to improve urban life?	- consciousness of time - materialism - interdependence - core

Suggested Concepts for Developing Value Issues

Advantages
- suburb, slurb, exurb
- megalopolis
- entertainment
- cultural amenities
- group protection
- impersonal relationships
- concentration of labour, capital, services
- urban-rural conflicts
- congestion

REFERENCES

No single school will be able to purchase all the materials on the following list. Teachers must exercise discretion in selecting those materials that seem to best fulfill the specific aims and objectives of the school's social studies program.

Print Materials

Prices are approximations only and are subject to change. They are included here as rough guidelines.

It is recommended that no more than five copies per class of any one title be purchased.

These books will be available through the School Book Branch on special order.

General References

Stavrianos, L. S. (Ed.)

A Cultural Area in Perspective Series
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario

Current study of the region from four points: Basic facts, Politics, Economics, Culture. Well illustrated with maps, charts, and diagrams. Draws comparisons with the U.S.A., sometimes with obvious bias.

$1.45 for each title
Latin America, 1970
Soviet Union, 1967

Cultural Regions of the World Series
Collier-Macmillan Canada Ltd.
539 Collier-Macmillan Drive
Galt, Ontario

Each of these books is written with the people of the region as the center of interest, concentrating on how they live, how they are affected by history and geography, their political and economic situation, the language they speak, their education, their arts and their hopes for the future. Excerpts from source materials, interviews, maps, pictures, charts and graphs are of value.

$2.50 for each title

Peterson — *Latin America*, 1966
Morton — *Soviet Union & Eastern Europe*, 1971

Jamieson, A.

World Studies Inquiry Series
Latin America, 1969
$2.20
J. M. Dent & Sons (Canada) Ltd.
100 Scarsdale Road
Don Mills 404, Ontario

Inquiry-oriented, soft-cover source book. Examines geographic considerations, traditions and change in Latin America, people and thoughts, problems and promises. Each selection contains a reading and three groups of questions: Which? Why? and What Do You Think? Easy reading.

Today's World In Focus Series
Ginn & Co.
35 Mobile Drive
Toronto 375, Ontario

This series examines the land, the people past and present, economic growth and current economic state; social and political problems are also examined. Very easy reading. Some topics treated only superficially.

$1.90 for each title

Blanksten, G.I. — *Argentina and Chile*, 1969
Webb, K.E. — *Brazil*, 1964
Sanchez, G.I. — *Mexico*, 1966
Petrovich, M.B. — *The Soviet Union*, 1966

McCrea, R.

World Areas Today Series
Latin America, 1970
$2.50
Longman Canada Ltd.
55 Barber Greene Road
Don Mills 403, Ontario
Although emphasis is on the struggle for economic development, main historical, sociological and political trends are examined. Pictures, charts, maps and tables.

Popple, J.

Curriculum Resource Books
The Landscape of Europe, 1966
$2.25
McClelland & Stewart Ltd.
25 Hollinger Road
Toronto 374, Ontario
Four geographic studies (case studies): Norway, England, Sicily, The Soviet Union.

American Education Publications Books
American Education Publications
Education Center
Columbus, Ohio 43216
These books employ an unusually strong motivating technique. Intriguing case studies involve students intellectually and emotionally in vital issues that have persisted in our society for centuries. They also provide background material on geography, resources, and current problems. Short case studies are presented with accompanying value questions.
$0.30 for each title
Black in America, 1968
Changing Latin America, 1970
The Immigrants' Experience
Liberty Under the Law
Negro Views of America
Our Polluted World

Massialas, B.G. & J. Zevin (Ed.)

World History Through Inquiry Series
Man in His Environment, 1969
$1.45
Gage Educational Publishing Ltd.
1500 Birchmount Road
Scarborough, Ontario
Lessons organized on an inquiry approach. Available with guides, filmstrips, etc.

Land and Peoples of the World Series
Ginn & Co.
35 Mobile Drive
Toronto 375, Ontario
Suitable as general references. Well illustrated with maps, charts, and pictures. Contain review questions. Reading level - Grades VII-VIII.

Glendinning, R.
Uttley, M., & G. Aitchison
Europe and the Soviet Union, 1969
Latin America, 1969

Paul, W.W.
Global Culture Series
The Story of Scandinavia, 1971
$2.30
Van Nostrand Reinhold Ltd.
1410 Birchmount Road
Scarborough 733, Ontario
A new book in the series. Quite readable.

References For Specific Units

Miller A.1.
The Incidence and Effects of Poverty in the United States
Macmillan Company of Canada Ltd., 1970
70 Bond Street
Toronto 205, Ontario
$8.40 - in packages of 10 copies
Describes physical and psychological problems of poverty. Includes graphs, pictures, and readings. Transparencies and films available.

Coles, R. & A. Clayton
Still Hungry in America
World Publishing Co., 1969
Canadian Agent is:
Nelson, Foster & Scott Ltd.
299 Yorkland Boulevard
Willowdale 425, Ontario
Paperback - $3.95
A pictorial documentary on American poverty. It permits one to examine on a first-hand basis the effects of poverty.

Downs, A.

Who Are The Urban Poor - (Supplementary Paper #26)
Committee for Economic Development, 1968
477 Madison Avenue
New York, New York 10022
$1.00

Discusses the concept of poverty; also discusses extent and specific types of urban poverty, how social institutions influence poverty, and examines popular trends among the urban poor.

Leinwand, G.

Poverty and the Poor
Washington Square Press, 1968
Canadian Agent is:
Simon & Schuster of Canada Ltd.
225 Yonge Street N.
Richmond Hill, Ontario
$ 0.75

An examination of the problem and challenge of poverty; also contains short articles on various aspects of the poverty problem.

Durfee, D.

Poverty in an Affluent Society
Prentice-Hall of Canada Ltd., 1970
1870 Birchmount Road
Scarborough 706, Ontario
$0.99

Filled with descriptive prose of specific problems relating to poverty problems, worked in such a way as to require the reader to become involved.

Hill, C.R. A.2.

Rights and Wrongs
Penguin Books, 1969
Canadian Agent is:
Longman Canada Ltd.
55 Barber Greene Road
Don Mills 403, Ontario
$1.25

Although suitable mainly for the more able student, it contains case studies of human rights, especially in the Soviet Union. Also contains the Universal Declaration of Human Rights.

Ford, R. C.1. *Tradition and Change in Brazil*
Holt, Rinehart and Winston of Canada Ltd., 1968
833 Oxford Street
Toronto 530, Ontario
$2.15
An excellent source for more capable students. An inquiry-oriented source book about race relations in Brazil.

Leinwant, G. C.3. Problems of the American Society Series
Simon & Schuster of Canada Ltd.
225 Yonge Street N.
Richmond Hill, Ontario
Examines a number of social problems in the United States. Written in an interesting manner.
$0.75 for each title
The City as a Community, 1968
The Slums, 1968
The Traffic Jam, 1968

Durfee, D. Inquiry into Crucial American Problems Series
Cities in Crisis, 1970
$1.00
Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough 706, Ontario
Readings about urban problems followed by inquiry-oriented questions.

Coss, C. (Ed.) *We Can Save Our Cities*
Scholastic Book Service, 1969
123 Newkirk Road
Richmond Hill, Ontario
A brief overview of the problems associated with urban living - traffic congestion, crime, racial tension, education, taxation, etc. Also includes possible solutions to the problem - what individuals and the community could do.

Ghetto - (A Simulation Game)
Western Publishing Co., 1969
1220 Mound Avenue
Racine, Wisconsin 53404
$24.00

A game of mobility which simulates the pressures on urban poor and the choices that face them as they seek to improve their situation.

Non-Print Materials

Teachers should avail themselves of the film, filmstrip, audio-tape and video-tape catalogs of the Audio-Visual Services Branch, or, if schools are located in Calgary or Edmonton, from local instructional media centers.